



## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

## OEA/OSA Updates...

## Note from the Assessment Director

Welcome to this school year's second newsletter! The assessment calendar kicks off with the preparation work for various assessments during this time. As in the previous year, the test window for ACCESS for ELLs 2.0 will begin in December followed by the ACT testing date in late February, Forward Exam and DLM assessment in March, and ACT ASPIRE in April. Trainings and manuals will become available on a rolling basis and will be announced through the weekly DAC Digest and the specific assessments' calendar webpages.

Many thanks to the Wisconsin educators for your participation in the Forward Exam Item Reviews, Wisconsin Science Essential Elements review, ACT Alignment Study and the Performance Level Descriptor Workshops. Statewide educator involvement helps to shape the continued progress of a high quality Wisconsin assessment.

Thanks to all of you for your careful attention to the information in the DAC Digests and your participation in the OSA Office Hours.

*Viji Somasundaram*

Director, Office of Student Assessment (OSA)



## OEA/OSA Calendar...

## Important Dates

2017	
November 1	ACCESS for ELLs public school pre-ID upload (DPI)
November 21	PUBLIC RELEASE: final, redacted 2016-17 report cards released online.
November 30	ACCESS for ELLs districts receive test materials
December 4	ACCESS for ELLs window opens
2018	
January 2-5	Aspire portal rollover
January 8	ACT/WorkKeys - deadline for districts to ensure SIS is up-to-date for grade 11 students
January 9	ACT/WorkKeys - DPI submits data upload file
January 12	ACT - Deadline for test coordinator to submit accommodation requests
January 17	Forward - Central Office Services (COS), Testing Site Manager (TSM), and INSIGHT Installers Available
January 18	ACT - Test administration Q&A training
January 22	Forward - DPI pulls roster data from WISEdata to upload into eDIRECT
January 22-26	Forward - DAC pretest training (live road show)
January 29 - March 9	NAEP window (for selected schools only)
February 2	ACCESS for ELLs window closes
February 5-9	ACT/WorkKeys - Test coordinator receives test materials
February 6	Aspire - Technology readiness training webinar
February 20 - March 12	Forward - Optional accessibility features add window in eDIRECT
February 27	ACT with writing - grade 11
February 27 - March 13	ACT with writing - grade 11 for students with accommodations
February 28	ACT WorkKeys - grade 11
February 28 - March 14	ACT WorkKeys - grade 11 for students with accommodations
March 20	ACT with writing - grade 11 makeup day
March 21	ACT WorkKeys - grade 11 makeup day
March 19 - May 4	Forward - ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 19 - May 4	DLM - ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 9- May 11	ACT Aspire grades 9-10

*Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.*



## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

## Forward Exam Update



Forward Exam Item Samplers (practice exams) for all grades and content areas have been developed by DRC and DPI. The Item Samplers contain samples of stimuli and test items similar to those on the Forward

Exam. The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A summary data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.

The Forward Exam Item Samplers will be available publicly in both PDF and online versions. The online version uses the same format and tools students will see during the actual Forward Exam. Both PDF and online versions will be available in December 2017. More information will be available on the [Forward Exam Practice Test/Sample Items webpage](#).

Also new this year is a change to the Text-to-Speech (TTS)/read aloud accommodation for the Forward Exam. TTS/read aloud accommodation allows the student to listen to test information displayed on the screen, including test directions, questions, answer choices, and ELA reading passages. This accommodation may only be provided to a student with visual impairments who is not proficient in contracted braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam form. Students who do not meet this criteria but require TTS or read aloud should use the designated support including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices. More information is available in the 2017-18 Accessibility Guide posted on the [Forward Exam Accommodations and Supports webpage](#).

District Technology Coordinators (DTCs) training webinars were held on October 25 and November 1, and over 300 DTCs attended the training. The webinars were recorded and are available on the [Forward Exam Technology Requirements webpage](#). Technology readiness resources are also available on the [Forward Exam Technology Requirements webpage](#).

The DTC training included information about the new Central Office software that will eventually replace the Testing Site Manager. Central Office integrates content caching devices (Central Office Services) and an updated Device Toolkit into a single, centralized dashboard, and adds a number of new features. For the 2018 Forward administration, districts will have a choice to use either COS or a TSM.

DRC will be hosting three Online Technology Q&A sessions to ensure that districts are ready for the 2018 administration of the Forward Exam.

- **January 17, 2018** - Refresher technology training/Q&A
- **February 14, 2018** - Technology Q&A
- **March 14, 2018** - Technology Q&A

More information regarding registration will be emailed to DTCs in the coming months.





## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

## ACT High School Assessments Update



The testing cycle for ACT and WorkKeys is underway. It is the responsibility of the District Assessment

Coordinator (DAC) to ensure that the School Test Coordinator contact information for both ACT and WorkKeys is accurate in the PearsonAccessNext portal. The Test Coordinator (TC) is the primary point of contact for ACT communications and will be responsible for coordinating ACT-related activities in their building. Once TC contact information is updated by the DAC, TCs can log into PearsonAccessNext to manage participation and select materials shipping dates for ACT and WorkKeys. These are required tasks for all schools to complete to ensure materials are shipped to schools.

The window is now open for schools to submit requests for ACT-approved accommodations. The deadline to submit requests in the Test Accessibility and Accommodations (TAA) System is January 12. In order to take the statewide ACT with accommodations, students must have an accommodations request approved by ACT that is submitted before the January 12 deadline. If a student has previously approved ACT accommodations, the test coordinator must still manually apply the accommodation to the state test dates in TAA. As shared previously, as a result of ESSA regulations and discussions with ACT, all students will test with standard conditions or ACT-approved accommodations. An updated [List of Allowable Accessibility Supports](#) (along with additional resources) has been posted to the [DPI ACT Accommodations and Supports webpage](#). The page is updated regularly with accessibility related manuals, guides and informational videos. The videos include an overview of the Test Accessibility & Accommodations (TAA) system and a demo of how to request accommodations. School and district staff should contact ACT at [ACTStateAccoms@act.org](mailto:ACTStateAccoms@act.org) or

by calling (800) 553-6244 ext. 1788 with accommodations-specific questions.

Please stay tuned to the resources on the DPI ACT webpage, email communications from ACT State Testing and the biweekly emails from DPI for updated information.

Upcoming training webinars:

- **November 30, 2017, 2:00 p.m.**  
ACT Test Administration: Orientation, Configuration, Verification, & Preparation
- **January 18, 2018, 2:00 p.m.**  
ACT Test Administration: Administration, Transportation, & Interpretation
- **February 6, 2018, 10:00 a.m.**  
Aspire Technology Readiness Q&A Training Webinar
- **February 8, 2018, 10:00 a.m.**  
Aspire Test Administration Q&A Training Webinar

Webinars will be recorded and linked to the [DPI ACT training website](#).







## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

## Dynamic Learning Maps (DLM) Update

**DYNAMIC**  
LEARNING MAPS

District Test Coordinators (DTCs) should begin adding their student data into [KITE Educator Portal](#). DLM has created online [resources](#) to help DTCs with their upload needs. These short videos will walk you through the required steps found within the [Data Management Manual](#). Should DTCs need continued assistance, the [DLM Helpdesk](#) is available to help with data uploads. Please remember when emailing the Helpdesk not to include personally identifiable information regarding your students. DLM will host a Q&A session later in January for DTCs, please stay tuned for more information.

Instructional Tools Interface (ITI) is an optional component of the DLM system and is designed to help inform a student's instruction throughout the school year. ITI allows educators to develop a learning plan for a student and access the testlets before the spring test window. Educators will also be able to print a report showing a student's progress within the learning maps prior to the spring window. More information about ITI can be found in the [Test Administration Manual](#) beginning on page 82. Please note that students must be enrolled and rostered in KITE Educator Portal prior to using ITI.

If you have questions or concerns about the DLM assessment, please contact [Kristen Burton](#) or (608) 267- 3164.

## ACCESS for ELLs® Update



ACCESS for ELLs testing is coming up soon, and districts should be

installing the necessary software and completing training for staff. Rosters were pulled from WISEdata on October 31, and initial orders will be created from these rosters. Overage at both the school and district level will be shipped this year

to accommodate new students. Materials will arrive and additional materials may be ordered starting on November 30.

With a higher bar for proficiency due to last summer's Standard Setting, we continue to recommend that districts use the Manual Exit criteria instead of the Automatic Exit criteria. The exit criteria are outlined in [ESEA Bulletin 7.02](#). The Manual Exit criteria is an Overall Composite of 5.0 or greater for students in any grade, and this Exit Criteria can be applied to scores from 2016-17 onward.

ESSA requires that states have more consistent EL entry and exit policies and procedures, and to meet this requirement we're finalizing an EL Policy Handbook. This handbook links back to the legal framework governing how we serve ELs, and contains procedure and policy information along with best practices. Large portions mirror [OELA's EL Toolkit](#), so districts already using this invaluable resource should find that most of the Handbook already reflects district procedures and policies. We remain on track for a full release in early spring.



**ASSESSMENT & ACCOUNTABILITY****Newsletter - Issue XLIV, November 2017****Assessment of Reading Readiness Update**

The assessment of reading readiness requires each district to screen all 4-year-old Kindergarten through grade 2 students at least once each school year. As the 2017-18 school year is well under way, it is

expected that most students will have already been screened at least once. DACs and reading specialists are encouraged to work with their teachers to ensure that all students are screened, results communicated to parents, appropriate interventions or remedial reading services are provided where necessary, and the results for all students be used to help guide instructional practices.

The department will load 2017-18 PALS, MAP, and STAR reading readiness results to WISEdash for Districts. Districts who had student data loaded for these screeners in 2016-17 will continue to have their data loaded in 2017-18. Districts that did not previously sign a data release will need to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:

- [PALS data sharing agreements](#)
- [MAP data sharing agreements](#)
- [Star data sharing agreements](#)

The department will be sending out reimbursement forms to the DAC for each district before the end of March. Districts will be asked to indicate the screener or screeners used at each grade, the number of students screened and the amount the district is seeking for reimbursement. Once all reimbursement requests have been received, department staff will determine whether the appropriation is sufficient to reimburse the full amount requested by each district. If the appropriation is sufficient, each district will be

reimbursed the full amount. If the appropriation is insufficient, payments to districts will be prorated. It is anticipated that all payments will be distributed prior to the end of the school year.

More information on the reading readiness requirements can be found on the [Reading Readiness webpage](#). Additional information is available in the [Reading Readiness FAQ](#).

**NAEP Update**

NAEP 2017 results are expected to be released in early 2018. We will see Wisconsin and Milwaukee results in grades 4 and 8 reading and mathematics assessments.

NAEP is transitioning from paper and pencil to digitally based assessments. [Check out this new video](#) that showcases the digital administration experience.

If you have any questions please contact [Angela Dugas](#).

**ASSESSMENT & ACCOUNTABILITY**

Newsletter - Issue XLIV, November 2017

**Strategic Assessment Update - Building Assessment and Data Literacy in Wisconsin**

Two exciting projects are in motion around building assessment and data literacy in Wisconsin at DPI. Over the next 12-18 months, we plan to create two incredible resources:

- Assessment and Data Literacy E-Learning Modules
- Classroom Data Tool App

The Assessment and Data Literacy E-learning Modules:

1. Introduction to Assessment Literacy
2. Strategic Assessment Process
3. Examples of the Assessment Process in Action

These modules may be completed individually, as a Professional Learning Community (PLC) team, or as a district wide professional development activity. We have an external advisory group of experts including teachers, administrators, curriculum and instruction directors, assessment specialists, researchers, the Wisconsin RtI Center, CESAs, and educator prep programs that will provide us with feedback and guidance needed to produce the best possible training resource for the field.

For the latest articles, discussions, and professional development opportunities around assessment and data literacy, please join the [WI DPI Building Data & Assessment Literacy G+ Community](#). Visit the [Wisconsin's Strategic Assessment System website](#) for more information about implementing a strategic assessment system within your school or district.

The Classroom Data Tool application will serve as a place classroom teachers can store and track local classroom data used to plan for instruction. Our applications development team has been visiting classrooms and meeting with educators to ensure that this tool is user friendly and meets the needs of the classroom teacher. A prototype is in development and is being updated daily based on educator feedback.

We also have an outstanding group of Wisconsin educators including teachers, math and literacy coaches, administrators, curriculum and instruction experts, etc. on our Classroom Data Tool User Advisory Group. Their ideas and suggestions have been incorporated into the work of the team. We are always looking for more user group members. Please read the [Classroom Data Management Tool Advisory Group Description](#) for more information about the role of the user group within this project. Our next online meeting is December 18, from 3:15-4:15 p.m.. Contact [Lauren Zellmer](#) if you are interested in participating.

If you have any questions or would like more information about these projects, please contact [Lauren Zellmer](#).

**Accountability Update (Report Cards)**

Preliminary Accountability Report Cards for the 2016-17 school year were released securely via SAFE on

October 17, 2017. The report card inquiry period during the preliminary release resulted in a number of technical adjustments and manual corrections. The final Accountability Report Cards will be released publicly via our report card website on November 21, 2017. Updated preliminary secure report cards will be available via SAFE by Friday, November 17.

On November 21, the secure report cards in SAFE will also be updated and final. Please recall that report cards in SAFE are considered secure because they contain unredacted data. As such, they are only for district and school staff. Do not share secure report cards – or any unredacted data – with parents, your school board, or members of the media. These audiences should always be provided with the public (redacted) Accountability Report Cards.

(Continued on page 7)





## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

**Accountability Update (Report Cards)**

(Continued from page 6)

As usual, a [data download file](#) will accompany the public release. The data download file includes all of the data on page 1 for every school and district in the state. You are welcome and encouraged to use these data in your data inquiry.

**Key Links**[Report Card Home](#)[Report Card Timeline](#)[Notification Requirements](#)**Understanding Report Card Score Fluctuations**

Many, but not all, districts and schools will see score fluctuations in their 2016-17 accountability report cards as

compared to their 2015-16 report card scores. These fluctuations appear in both the overall accountability scores and in the Growth priority area scores. Across the board, the Growth priority area had the largest average score change of the four priority areas on the report card, and is the largest driver of the average change in overall score between last year's and this year's report card. It is important to note that the change in statewide assessment—from Badger to Forward—is likely to have contributed to some of the volatility in the value-added scores. Additional years of Forward test data should partially mitigate this issue.

Variable weighting — which is required in state statute — can amplify the score fluctuations mentioned above. Variable weighting places more weight on school and district Growth scores as rates of economically disadvantaged students (ECD) increase.

Because these fluctuations may or may not reflect the actual amount of change at the school or district level, the 2016-17 report cards will have a special data caution noted on the front page of the report

card when any school or district has a 10-point or greater change (up or down) in both the Overall Score and Growth Score. Such score fluctuations are atypical and represent outliers in year-to-year accountability score change. Please use caution, in these cases, when interpreting report card scores.

We encourage users to carefully review the other priority area scores in the detailed report card for a better understanding of school performance. Please refer to the [Report Cards](#) page for more information.

**Tracking Growth of English Learners**

DPI is working to provide schools and districts with meaningful and actionable data on English learners and the various programs

serving English learners (ELs). One new, and high-profile, way that we'll be measuring ELs' growth towards English language proficiency (ELP) is with the federal accountability system under the Every Student Succeeds Act (ESSA).

Under the ESSA federal accountability system, states have more flexibility to include ELP progress goals that better reflect the data and better inform educators about the progress of English learners. Prior to ESSA, states could not take into account important information such as the English learner's grade, age, or ELP level; now states can use these factors when measuring the progress of ELs. There are other changes in ESSA related to accountability for ELs:

1. The accountability now falls under Title I rather than Title III;
2. Accountability shifts from districts to schools; and
3. States have more latitude to design a system that makes sense for them.

(Continued on page 8)



## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIV, November 2017

**Tracking Growth of English Learners**

(Continued from page 7)

[Wisconsin's Consolidated State Plan](#) details the planned new goals and accountability indicators for Wisconsin. As with the prior federal accountability system, states are still required to measure English learners' ELP progress. However, growth expectations in the new system will include students' grade level and ELP level. The expectations also rest more appropriately on scale scores, rather than ELP levels. The new metrics will involve the percent of ELs on track to reach proficiency within a certain time period. The time period will be determined by a student's grade level and ELP level at time of entry into Wisconsin schools, and will vary from one to eight years. We will determine whether a student is on track by calculating scale score growth and comparing it to the target required to reach proficiency within the allotted time period.

DPI is working to provide valuable reporting to districts - beyond what is federally required under ESSA - and will keep schools and districts posted over the rest of 2017-18 school year. Stay tuned as we continue to improve our reporting related to English learner growth!

**WISEdash Update**

The WISEdata snapshot will be on Tuesday, December 5. We encourage you to take time to

ensure your district's data flowing into WISEdata are of the highest quality possible. As a reminder, once a snapshot occurs, the data are accountability reporting, as well as in the WISEdash Public Portal. certified and final. These data will be used in next year's accountability reporting - in both state accountability report cards and ESSA federal



As stated in the November 2 [snapshot letter](#), given the impact and long-term use of these data, it is critical that your district's data are accurate at the time of the

snapshot. We encourage district and school leaders, principals and building teams to work closely together in the coming weeks to prepare for the snapshot. Please feel free to share this short [guide to snapshots](#) with your district administrators and school leaders. For basics on WISEdata, please share this short [guide to WISEdata](#). See page 11 for more information about the WISEdata snapshot.

This past summer, DPI collaborated with Renaissance Learning to add support to WISEdash for Districts for the Math and Reading Star Assessments. For information about how to prepare and approve data sharing see the [WISEdash Star Dashboard webpage "About the Data" section](#).

If you have attempted to complete this process and have been unsuccessful, please contact your support representative at Renaissance Learning. You may need to make some data corrections related to adding your district code and/or school codes to the Star portal. Once these corrections have been made, notify the [Help Desk](#) to reset your Star data load.

As of fall 2017, Wisconsin districts will have had over three years to opt-in to sharing MAP data with DPI. Overall, there has been very good response to this option. As a result, DPI has decided to designate the Fall term as a last-call for new districts to have historical data included when they opt-in. After November 1, new districts will have data included only for the upcoming testing term and forward.





## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIII, September 2017

**Do I need to test English learners (ELs) who are new to country?**

Yes, all students enrolled at the time of testing must be assessed. English learners (ELs) with limited English proficiency (ACCESS level 1 or 2) who are new to country (less than 12 calendar months) are permitted a one-time exemption from the English language arts portion of the assessment. If the student does not participate in the ELA assessment, he or she must participate in ACCESS for ELLs®. If a student arrives after the ACCESS for ELLs® assessment window and does not have an opportunity to take that test, but is exempt from the ELA assessment, he or she will be removed from test participation calculations. Recently arrived students must also participate in all other content areas, with or without accommodations. Students in the district for less than a full academic year (FAY) are counted for test participation only; their assessment results are not factored into school or district report cards. Results for students who are FAY in the district but not a specific school are included in district report cards.

Students new to country who are exempt from the ELA assessment must have a not-tested code entered in eDIRECT for ELA. If a student who is exempt from the ELA assessment took part or all of the ELA test please contact DPI for further guidance.

## FAQ...

**Reminder** – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment  
[ACT/Aspire/WorkKeys FAQ](#)      [Forward Exam FAQ](#)      [DLM FAQ](#)

**Q. Will there be a sample letter available to send home to parents with Individual Student Reports (ISR)?**  
Yes, each assessment has a sample parent letter (updated for 2017) that may be used to accompany ISRs when sent home to parents/guardians. These letters are accessible via the specific assessment's data and results webpage.

**Q. How do I request English learner supports for students taking the ACT and who is eligible to receive the supports?**

EL supports are available for a college reportable score if approved by ACT. Schools apply for these supports and submit supporting documentation using the Test Accessibility and Accommodations (TAA) system. Eligible individuals must establish via supporting documentation that he/she is an individual: (1) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging state academic standards; (2) who is enrolled in an English language program at the school; (3) who receives the requested supports on classroom tests via a formalized plan; **and/or** (4) who provides results from an appropriate English language assessment that demonstrate the examinee's limited language proficiency. Supporting documentation may include but is not limited to: an EL Plan, an IEP, official support or accommodations plan, ELP assessment results, and/or confirmation of eligibility or participation in an English language program. See the [ACT Policy for Supporting English Learners](#) on the [DPI ACT EL Supports page](#) for details.



## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIII, September 2017

## Building Accountability &amp; Data Literacy

## WISEdata Snapshots

## Who is responsible for data checks prior to the WISEdata Snapshot?

Although the district superintendent is ultimately responsible, and signs an [acknowledgement](#) to this effect in WISEdata, the health and quality of each district's data is the collective responsibility of administrative staff – everyone from building principals, pupil services directors, district assessment coordinators, school secretaries and Title 1 directors bear responsibility for accurate local data being pushed to WISEdata. Please see the [WISEdata Reference Guide for Administrators](#).



## How should we prepare for the next WISEdata Snapshot?

The next WISEdata Snapshot will be December 5, 2017. At that time, DPI will snap a “picture” of your district's Third Friday of September (TFS) enrollment and Child Count data for 2017-18, and 2016-17 Year End (YE) completion data. These data will be used in the 2017-18 Accountability Report Cards; reported on the WISEdash Public Portal; and be used in calculating high poverty aid for districts. Because these data will be used in high profile and high stakes ways, it is critical that your enrollment data, student demographics, and completion data (graduation and dropout) are all accurate. Please see the [WISEdata and WISEdash Snapshot Reference Guide](#) for step by step instructions.

## Who can help with WISEdata questions?

DPI has a customer services team that can assist with trouble shooting WISEdata problems, including those that are vendor related. They have a number of resources available, including the [Knowledge Base Articles \(KBAs\)](#) and the [Mini Tutorials](#) to help districts prepare for snapshots. If you have a specific issue that needs resolution, [create a help ticket](#), and staff from the customer services team will respond.





## ASSESSMENT &amp; ACCOUNTABILITY

Newsletter - Issue XLIII, September 2017

We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at [osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov) and Accountability at [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov).

**"TO DO" List From This Issue:**

- Submit accommodation requests for ACT
- Attend ACT webinars
- Clean-up testing portals of users no longer requiring access

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Tony Evers, State Superintendent

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